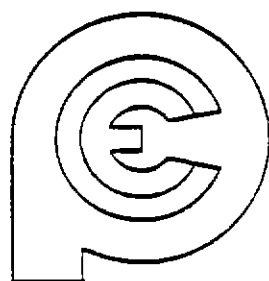


ANNUAL REPORT
ON PROGRAM REVIEW
ACTIVITIES
1980-81



CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members will be appointed by the Governor.

As of August 1992, the Commissioners representing the general public are:

Helen Z. Hansen, Long Beach; *Chair*
Henry Der, San Francisco; *Vice Chair*
Mim Andelson, Los Angeles
C. Thomas Dean, Long Beach
Rosalind K. Goddard, Los Angeles
Mari-Luci Jaramillo, Emeryville
Lowell J. Paige, El Macero
Tong Soo Chung, Los Angeles
Stephen P. Teale, M.D., Modesto

Representatives of the segments are:

Alice J. Gozales, Rocklin; appointed by the Regents of the University of California;

Joseph D. Carrabino, Los Angeles; appointed by the California State Board of Education;

Timothy P. Haidinger, Rancho Santa Fe; appointed by the Board of Governors of the California Community Colleges;

Ted J. Saenger, San Francisco; appointed by the Trustees of the California State University; and

Harry Wugalter, Ventura; appointed by the Council for Private Postsecondary and Vocational Education.

The position of representative of California's independent colleges and universities is currently vacant, as are those of the two student representatives.

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

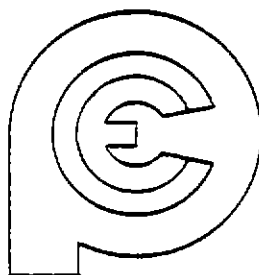
The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren H. Fox, Ph.D., who is appointed by the Commission.

The Commission issues some 20 to 30 reports each year on major issues confronting California postsecondary education, and it makes these publications available to the public while supplies last.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Fifth Floor, Sacramento, CA 95814-2938; telephone (916) 445-7933

ANNUAL REPORT ON PROGRAM REVIEW ACTIVITIES

1980-81



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

1020 Twelfth Street, Sacramento, California 95814

Commission Report 82-18

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ANNUAL REPORT ON PROGRAM REVIEW ACTIVITIES
1980-81

This report summarizes the program review activities of the Commission staff for the period between June 30, 1980, and July 1, 1981, the first part dealing with the review of proposed programs, and the second with the review of existing programs.

REVIEW OF PROPOSALS FOR NEW PROGRAMS

The Commission is required by the Education Code to "review proposals by the public segments for new programs and make recommendations regarding such proposals to the Legislature and Governor" (Section 22716[6]).

Since the dramatic decline in the number of new program proposals between 1977-78 and 1978-79, following the passage of Proposition 13, the level of new program activity has remained fairly constant for the past three years. This pattern of reduced activity continued in 1980-81. Even though the number of proposals increased slightly this year over that of the preceding year, the total from all three segments is well below the total of three or four years ago, as shown in the following table:

NUMBER OF PROPOSALS FOR NEW PROGRAMS FROM EACH PUBLIC SEGMENT

	<u>UC</u>	<u>CSU</u>	<u>CCC</u>	<u>Total</u>
1976-77	17	29	93	139
1977-78	15	20	101	136
1978-79	13	17	55	85
1979-80	12	16	43	71
1980-81	9	17	51	77

Appendix A identifies each of the 1980-81 proposals by campus, program title and level, date submitted, and Commission staff response. Few of these proposed programs required significant additions to the faculty or increased expenditures for facilities or equipment. In fact, a majority of the programs proposed, especially those by the University of California and the California State University, involved the restructuring of existing offerings or the creation of a new major by the addition of a course or two to those already offered. It seems reasonable to conclude that the

large scale expansion of the curriculum which characterized academic affairs during the 1960s and early 1970s will not occur soon again. An awareness of the realities of the current fiscal climate has reached all levels of the academic world so that most curriculum committees are not likely to consider any new program which does not show evidence of extensive preliminary planning.

Proposals of Each Segment

The nine proposals (two of them for Organized Research Units) from the University of California are the fewest ever from that segment and continue a downward trend in the number of new programs each year since 1976. The only proposed Ph.D. program entailed elevating an existing option at the doctoral level to a separate degree program. Only one new program (Marine Science at Santa Cruz) would require an additional faculty position and that position had already been made available by internal reallocation. In the judgment of Commission staff, all of the nine proposals from the University contained sufficient justification to warrant concurrence.

Among the 17 California State University proposals (one more than last year, 12 fewer than in 1976) were four to establish options or areas of concentration within existing degree programs, three to create self-supported external-degree programs, and three to create programs largely by restructuring programs already offered. Of the remaining proposals only one--a Master of Public Health program at San Diego State--presented difficulties and led to extensive correspondence and discussion. Because of possible intersegmental conflicts, Commission staff solicited comment from the University of California, and its response was mixed. One campus was strongly in support of the program; another strongly opposed; a third generally opposed; and the President's Office took no position, although the Special Assistant for Health Affairs in the Office of the President pointed out the "serious financial implications inherent in the development of a third school of public health in the State." Other questions raised after the initial review concerned the availability of resources and the state of the job market for public health personnel. After an exchange of correspondence which did not resolve the original differences of opinion, Commission staff agreed to meet with officials of the Chancellor's Office and San Diego State. The staff were assured that all necessary resources for the program had been guaranteed by internal reallocations and that the campus would not seek State budget augmentation for the program for at least three years. In addition, faculty would be selected on the basis of their ability to contribute to other disciplines and degree programs as well as to this one. Since employment prospects for students in several of the program's

areas of concentration differed, it was agreed that enrollment and placement would be closely monitored with the intent of phasing out any area no longer justified. Finally, the strength of the campus' commitment to offer a quality program helped persuade Commission staff to withdraw its objections.

The California Community Colleges submitted 57 proposals for new programs, a slight increase over the 51 of last year, but still only about half as many as during a similar period four years ago. Since the proposals came from only 34 different colleges, it means that more than two-thirds of the Community College campuses requested no new programs during the year, an indication of the restraint still being exercised throughout the system. One of the notable features of the year's proposals was the significant number for programs already in operation, as indicated either in the proposal itself or in the college's catalog. A few of these resulted from the Chancellor's Office efforts--while developing the Program Administration Review and the Course Classification System documents--to clear the record and to urge colleges to review their catalogs for any programs which for some reason had not been officially approved. Some, however, resulted from apparent procedural problems. Commission staff took no action on any of these proposals except to note them as examples of a matter to be discussed with the staff of the Chancellor's Office. Of the remaining proposals, Commission staff concurred with 37, did not concur with seven, and are awaiting additional information on three. As was the case in proposals from the other two segments, most of the programs being proposed by the Community Colleges required no significant additions to faculty or staff. In an overwhelming majority of cases, any new faculty required to offer the program are to be hired on a part-time basis.

Proposals Grouped According to Discipline

Even though it is possible that the budgetary restrictions of the past few years have put an unnatural crimp in curricular development, it is still revealing to observe how proposals for new programs have distributed themselves among the various fields of study. The number of these proposals in the major academic subdivisions of knowledge for each of the past three years is indicated in Appendix B.

As might have been expected, roughly half of all proposals for new programs were in the occupationally promising fields of business, engineering, computer science, and the health professions. In fact, of the 77 proposals, only six were for programs in the humanities and social sciences (not counting two in journalism and one in technical writing). Most campuses, of course, already offer a full

complement of programs in the basic humanities and social science disciplines; furthermore, the number of proposals for new programs is not necessarily a measure of the health and vitality of a given discipline. Still, the classification of new programs by discipline during the past three years in Appendix B provides one clue to how the curriculum is evolving, and over a period of time may point to potential imbalances.

Beyond the concentration of proposals in the four fields mentioned above, only two other discipline areas showed any notable new program activity. In Public Affairs and Services, six programs were added--most of them associate degree programs in various aspects of community service; and in Fine Arts, five proposals were submitted, including three Community College programs in popular and commercial music.

The remaining proposals were distributed throughout the fields of study in no discernible pattern.

REVIEW OF EXISTING PROGRAMS

If the fiscal bind in which most colleges and universities find themselves today has no other salutary effect, it should confirm once and for all the central importance of a schedule for the systematic review of each program in the curriculum. While well-established review procedures have always been a feature of effective academic management, curricular review is a difficult and time-consuming activity, and during flush times it is tempting for faculties and administrations to become lax in the continuing examination of departments and degree programs. Yet when a campus faces one after another round of budget cuts and realizes that the next reduction will involve programs and staff, the unavoidable conclusion is that an ongoing review process is an essential safeguard against arbitrary and ill-considered programmatic decisions or the general erosion of quality in all programs.

The Commission's Role in the Review of Existing Programs

As defined in the Education Code, the Commission's role in the review of existing programs is to establish in consultation with the public segments "a schedule for the segmental review of selected programs, evaluate the program review process of the segments, and report its findings to the Governor and Legislature." For several years, therefore, Commission staff have been surveying program review practices within the public segments, and the last three annual reports on program review activities have summarized activities in the review of existing programs in each of the segments.

As noted in previous reports, a mere listing of specific programs reviewed on each campus during a given academic year provides no indication of the rigor or objectivity of the reviews. Another difficulty in evaluating the effectiveness of program review on an individual campus is that the results of the review often do not lend themselves to summary appropriate for distribution beyond the campus, dealing as they frequently must with sensitive personnel matters. One measure of the seriousness of the review process, of course, is the number of programs recommended for actual elimination. To date, however, the Commission has not considered the elimination of certain numbers of programs each year an appropriate or necessary goal for the review process. Instead, the Commission has taken the position that the public interest is served if there is evidence of a commitment on each campus to a conscientious review of its degree and certificate programs, indicated in part by the existence of a schedule for the periodic review of each program. For a number of years, the Commission has encouraged segmental offices to oversee the adoption of such a schedule on each campus and to work toward uniformity and thoroughness of review procedures. In its revised program review guidelines adopted in December 1981 ("The Commission's Role in the Review of Degree and Certificate Programs," Commission Report 81-31), the Commission emphasized the importance it attaches to systematic curricular review by adding two requirements to those contained in the original guidelines: (1) the annual academic master plan submitted by each segment should identify all programs scheduled for review on each campus during the next two years; and (2) the summary of program review activities to be submitted by each segment on November 1 each year should contain more information than heretofore about the nature and extent of each review listed.

Within the California State University, where the Board of Trustees had as early as 1971 taken steps toward establishing uniformity of review practices within the system, procedures are in place for effective review of existing programs. All campuses of the University of California also have established schedules for the review of existing programs on a five- to seven-year cycle. Progress within the California Community Colleges is still less certain, although some campuses have developed what appear to be model procedures.

Segmental Review Activities During 1980-81

University of California: On all campuses within the University, reviews of 120 programs and/or departments and 26 Organized Research Units (ORUs) were in process or completed during the past year, roughly the same number as in 1979-80.

There was a considerable disparity among the numbers of programs reviewed on each campus during 1980-81. For example, Davis reported reviews of 35 programs, special reviews within the Schools of Medicine, Law, and Veterinary Medicine, as well as reviews of five Organized Research Units; San Diego reviewed only six programs and six ORUs. While the number of programs reviewed is, in itself, no certain measure of intensity of effort, it does provide a clue as to whether a schedule is operating effectively on that campus. Unless a reasonable number of programs are reviewed each year, it is unlikely that the goal of reviewing each program on a five to seven year cycle can be met. In the examples just given, 35 programs are probably more than can be reviewed effectively during a single year (it should be noted that some reviews extend over a two or three year period); six are too few to stay on schedule. Both examples serve as reminders of the relentless demands associated with adherence to a strict schedule for curricular review and how difficult is the challenge for a campus to evaluate each of its 100-150 degree programs every five or seven years.

A systemwide review of all engineering programs within the University begun in 1978 has been completed and is undergoing final revision.

Review activity within the University led to the discontinuation of two programs and two ORUs during 1980-81. (The BA program in Journalism at Berkeley, officially terminated in February 1981, was included among the six discontinued programs and departments identified in last year's report.)

Without resorting to arbitrary formulas, it is impossible to suggest how many programs a rigorous review process might be expected to recommend for termination each year. Nevertheless, the phasing out of only two degree programs among the hundreds offered on nine campuses does not represent the level of curricular adjustment that institutions should probably be making now in order to cope with budgetary problems ahead.

The following programs or units were discontinued in 1980-81:

<u>Program/Unit</u>	<u>Campus</u>
Law and Economics JD/MA	Los Angeles
Western Civilization BA	Santa Cruz
Museum of Paleontology ORU	Berkeley
Center for Art/Science Studies ORU	San Diego

California State University: For the past several years, the Chancellor's Office of the State University has compiled an annual summary of programs reviewed on each campus for presentation to the Board of Trustees. The most recent summary, listing the main features of the review procedures along with the general findings and recommendations for each program reviewed, appeared as part of the January 1982 agenda for the Board of Trustees.

The summary report reveals that some 172 degree programs were reviewed throughout the system, an average of nine programs per campus. This systemwide total represents an increase of 29 programs over the number reviewed during a similar period last year. In addition, a systemwide review of programs in education, initiated in spring 1980, is still in progress and is scheduled for completion during 1982.

Since January 1981, eight programs were discontinued, four fewer than for a similar period last year. Since two of the discontinued programs involved nothing more than eliminating the BA degree in Physical Education and the MA degree in Physics while retaining the BS and MS degree programs in these subjects, they amount to degree, rather than program, terminations. It might also be noted that on only three of the nineteen campuses were any programs terminated. However, some of the 172 programs reviewed during the past year were in effect put on notice, and it remains to be seen from next year's report whether the review of existing programs can become a more effective instrument for effecting budgetary adjustments than it seems to have been in 1980-81.

The following program discontinuations within the State University have been approved since January 1981:

<u>Program</u>	<u>Campus</u>
Physical Education BA (BS retained)	Sacramento
Public Administration (converted to option under BS in Business Administration)	Sacramento
Bachelor of Vocational Education BVE	Sacramento
Business Education MA	Sacramento
Health and Safety Studies MA	Sacramento
Health Science MA	San Diego
Physics MA (MS retained)	San Jose
Microbiology MA (converted to option under MA in Biological Sciences)	San Jose

California Community Colleges: A questionnaire concerning review activities in the Community Colleges, distributed by the Chancellor's Office in May 1981, was completed and returned by 84 colleges. According to the responses, 74 colleges conducted some review activity during the preceding year. Of these, 53 campuses conduct program review annually and 21 on some other schedule.

The most frequently applied review criterion involved changes in Weekly Student Contact Hours (72), followed by Vocational Advisory Committee recommendations (58), changes in job market conditions and cost of program (51 each) and changes in local objectives (47). A copy of the questionnaire used in the survey is attached to this report as Appendix C.

APPENDIX A

Proposals for New Programs Submitted to the Commission
July 1, 1980 -- June 30, 1981

APPENDIX A

Proposals for New Programs Submitted to the Commission July 1, 1980 -- June 30, 1981

UNIVERSITY OF CALIFORNIA

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
7-29-80	At the Los Alamos Scientific Laboratory	Branch of the Institute of Geophysics and Planetary Physics	Organized Research Unit (ORU)	A branch of the existing system-wide ORU at the Los Alamos Scientific Laboratory, designed to facilitate collaboration between University faculty and the staff at the Laboratory in making use of Laboratory equipment and facilities seemed justified. Concur.
10-23-80	Davis	Women's Studies	BA	The theme is sufficiently challenging, timely, and significant to provide an appropriate focus for an interdisciplinary liberal arts major. The program might be strengthened, staff felt, by requiring a greater concentration in one of the traditional disciplines and by enlisting the participation of male as well as female faculty members in the program. Concur.
12-11-80	San Francisco	Institute for Health Policy Studies	ORU	The elevation of the existing Health Policy Program to ORU status seems appropriate since the potential contribution of such an institute to the investigation and analysis of health policy issues is significant. Concur.

APPENDIX A (Continued)

UNIVERSITY OF CALIFORNIA (Continued)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
12-22-80	Santa Cruz	Marine Sciences	MS	The proposed curriculum with its four options (Biology, Chemistry, Geology, and Physics) is sufficiently different from that of the CSUC program at Moss Landing to rule out the concern over possible duplication. Sooner or later, the market demand for graduates with training in the marine sciences will reach its long-anticipated potential. One additional faculty member and no major equipment or facilities costs. Concur.
12-22-80	Davis	Animal Science	MAM (Master of Agriculture and Manage- ment)	Since the program seemed well designed and the potential job market well documented, the only question was the need for creating a new degree title, assuming an undue proliferation of new titles to be undesirable. The likely title, MS in Agricultural Science and Management was rejected in order to indicate that the new program represents a distinct departure from any master's level program in either subject now being offered and that it was more demanding than the traditional MS program. No additional faculty or equipment. Concur.

APPENDIX A (Continued)

UNIVERSITY OF CALIFORNIA (Continued)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
2-10-81	Davis	Computer Science and Mathematics	BS	If student demand and employment opportunities were the only criteria, any new program in this field could be justified. However, the ability of a campus to recruit qualified faculty becomes a consideration, and since the Department of Mathematics has been laying the groundwork for this program for several years, the necessary faculty are apparently in place. Concur.
5-11-81	Berkeley	Physical Education	PhD	The adjustment being proposed here is to elevate the current specialization in physical education offered at the doctoral level by the Education Department to separate degree status and to have the new program administered by the Department of Physical Education. The shift requires no additional staff or other resources, but should strengthen the identity and increase the visibility of an already reputable program in a field whose employment prospects seem less dismal than some others. Concur.

APPENDIX A (Continued)

UNIVERSITY OF CALIFORNIA (Continued)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
6-21-81	Irvine	Business Administration Public Administration Business and Public Administration	MBA MPA MBPA	The existing MS in Administration program is being divided into three separate degree tracks each based on common elements in administrative theory and methods. Despite the seemingly insatiable demand for programs in Business and Public Administration, it is to be hoped that there will not be a headlong rush to establish such programs by campuses which don't now have them. Concur.
6-29-81	Riverside	Foreign Literature and Language	MA	As the program to be offered by the newly formed Department of Literatures and Languages (created by merging the former departments of Classics, Comparative Literature, French and Italian, German and Russian, and Spanish and Portuguese), this program promises to broaden employment prospects by requiring competency in two foreign languages. No additional staff or resources will be necessary to offer the program. Concur.

APPENDIX A (Continued)

CALIFORNIA STATE UNIVERSITY

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
7-3-80	Pomona	Options within existing Electrical and Electronic Engineering Program: Computer Engineering, Electrical and Electronics Engineering, and Power Systems Engineering	BS	Since all courses that comprise the proposed options are already offered, it makes sense to identify certain combinations of these courses as areas of concentration within the existing degree. Concur.
8-4-80	Hayward	Taxation	MS	The proposal raises a number of questions including the propriety of offering a narrowly focused business skills training at the graduate level, largely at State expense. Training of this kind seems more appropriate as an area of concentration within the MBA program. The issue needs to be reviewed before many more such programs are proposed. Concur with reservations.
8-4-80	Hayward	Speech Pathology and Audiology	MA	It seems proper for Hayward to build on its well-established BA program in this field, a field which from all indications continues to experience shortages of trained personnel. The Special Education options lends additional utility to the program. Concur.

APPENDIX A (Continued)

CALIFORNIA STATE UNIVERSITY (Continued)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
9-12-80	Dominguez Hills	Earth Sciences	BA	Despite the somewhat specialized nature of the program's option in Geology, the program can be viewed as a liberal arts offering and is justified by the supporting evidence submitted with the proposal. Concur.
10-8-80	San Jose	Nutritional Sciences	MS	As the only program of its kind within the State University, it seems to have a sufficiently different emphasis from the somewhat similar programs at UC, Berkeley and UC, Davis. The four concentrations within the program provide desirable flexibility. Concur.
10-20-80	Pomona	Option in Electronic Data Processing Auditing within existing Business Administration program	MS	As one of the only offerings of its kind in the country, this seems a timely and worthwhile option to make available, especially since the necessary faculty are available. Acknowledged. (No recommendation necessary.)
10-30-80	Pomona	Architecture--Conversion of BS in Architecture to Bachelor of Architecture	B. Arch.	This change is in line with a similar adjustment made in the program a year ago at San Luis Obispo. It appears to be in the professional interests of students to offer the five-year B. Arch. degree. Acknowledged.

APPENDIX A (Continued)

CALIFORNIA STATE UNIVERSITY (Continued)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
1-12-81	Chico	Computer Science	BS (External)	To be offered at the China Lake Naval Weapons Center, this program will complement the MS program already in effect at the Center. Since the Center is prepared to underwrite the total cost of the program and since no CSU campus closer to the Center objects, we concur.
1-23-81	Dominguez Hills	Sociology	MA	Although it is difficult to be enthusiastic about a new graduate program in Sociology when enrollments are uncertain and the discipline itself is in a state of flux, the decision to discontinue the MA program at Long Beach and direct students to other campuses is worthy of support. The program at Dominguez Hills can be offered with few if any additional resources. Concur.
1-26-81	Fullerton	Management Science	MS	The title led to some initial misgivings, but the goals of the program and the rigor of its curriculum make it an appropriate candidate for separate degree status. It does not appear that the Mathematics, Statistics, Computer Science, and Model-Building courses required by this program could have been accommodated had it remained an option under the MBA program. All necessary courses are already offered. Concur.

APPENDIX A (Continued)
CALIFORNIA STATE UNIVERSITY (Continued)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
2-23-81	San Bernardino	Education (Learning Handicapped)	MA (External)	The addition of this more specialized program to the existing self-supported MA in Education program offered by San Bernardino in the Coachella Valley seems justified by the evidence submitted with the proposal. Concur.
2-23-81	Los Angeles	Public Administration	MPA (External)	The proposal is to transfer the existing Consortium program to the Los Angeles campus. Since the Consortium program has had an impressive enrollment history, there is no basis for questioning the program on those grounds. It does, however, set up a curious situation in which the same program is offered on both a self-support and State-support basis on the same campus. It will be interesting to learn how the self-support program has fared after a year or so. Concur.
2-28-81	Long Beach	Vocational Education	BS	This program (with an exceptionally thorough and well-presented proposal) represents a variation on the existing BVE degree program at Long Beach and will require no additional faculty or resources to offer. Concur

APPENDIX A (Continued)
CALIFORNIA STATE UNIVERSITY (Continued)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
3-2-81	San Diego	Public Health	MPH	The proposal presented a number of difficulties and generated extensive correspondence and discussions. Commission staff action on the proposal is reviewed in the text of this report.
4-20-81	Fresno	Primary Care/Nurse Practitioner Option under existing MS in Nursing	MS	The intersegmental origins of this option are interesting, and in general, the goals of the option are in harmony with recommendations in the Commission's Health Sciences Education Plan.
5-26-81	San Francisco	Dietetics	BS	Since the degree can be offered with the addition of only one course to the existing curriculum, and since the employment prospects for holders of this degree seem reasonably good, it is appropriate to recognize as an official degree program the concentration of courses a number of students in Home Economics have been electing. Concur.
6-19-81	San Luis Obispo	Petroleum Engineering Concentration within existing Mechanical Engineering program	BS	Both student and industry demand for this kind of concentration seems strong, and since it can be made available by a slight redeployment of existing faculty and with no additional resources, it seems a desirable option to offer. Concur.

APPENDIX A (Continued)

CALIFORNIA COMMUNITY COLLEGES

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
7-3-80	Cosumnes River	Art-Graphic Design	AA/Cert.	Concur.
7-9-80	Moorpark	Laser/Electro-Optics Technology	AA/Cert	The curriculum achieves a sound combination of academic and vocational subjects and reflects an appropriate rigor for this occupational field. The proposed program responds to a genuine job market need and apparently has sufficient student interest to justify its being offered. Concur.
7-16-80	Santa Ana	Banking and Finance	AA	Concur.
7-22-80	Saddleback	Solar Energy Technology	AA/Cert.	This appears to be a sound proposal with a well-developed curriculum. Our one question concerns requiring only 18 units for the certificate. Since it will require a year to complete these, however, the program is not in the same category as some of the other low unit certificate proposals we have raised questions about. Concur.
7-22-80	Saddleback	Pharmacy Technician	AA/Cert.	There is impressive documentation supporting the proposal. It indicates that the college developed the program in a professional manner with proper attention to job market conditions and to programs in nearby colleges. The manufacturing option is a positive feature of the program. Concur.

APPENDIX A (Continued)

CALIFORNIA COMMUNITY COLLEGES

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
8-1-80	Saddleback	Manufacturing Technology	AA/Cert.	Concur.
8-1-80	Sierra	Energy Management Technician	AA/Cert.	This program, while dealing with a timely and pertinent subject, seems somewhat indefinite in its focus. It is not immediately apparent what this combination of courses will equip a person to do. We urge those involved with the program to maintain careful records on the employment experience of all graduates. Concur.
8-1-80	Santa Ana	Heavy Equipment Operator (Apprentice)	AA	Concur.
8-12-80	Fresno	Optometric Assistant	Cert.	Concur.
8-18-80	Riverside	Welding	AA/Cert.	No Action*
8-26-80	Cuyamaca	Life Sciences	AA/AS	Concur.
9-2-80	Southwestern	Popular Music Entertainment	Cert.	Concur.
9-2-80	Southwestern	Music Sales	Cert.	This is such an artificially contrived "program" that we are unable to endorse it. The proposal contained no evidence of student interest, no indication that retail clerks in music stores need this kind of preparation, nor any evidence that store owners would rush to hire such people. Nonconcur.

*Commission staff took no action on proposals for programs already in effect.

APPENDIX A (Continued)

CALIFORNIA COMMUNITY COLLEGES (Continued)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
9-2-80	De Anza	Technical Writing	Cert.	Concur.
9-9-80	San Diego	Fast Food Service Management	AA/Cert.	Although it appears from the College's 1980-81 catalog that this program is already in operation, we question the propriety of offering at public expense the kind of training that the fast food chain itself must already be providing in its management training programs. At best, this might be offered as an option under Restaurant and Institutional Management. Nonconcur.
9-9-80	Santa Rosa	Optical Technician	AS	No action.
9-15-80	West Valley Mission	Marketing/Merchandise Management	AA/Cert.	No action.
9-15-80	Pasadena	Economics	AA	Concur.
9-17-80	De Anza	Volunteer Management	AA/Cert.	Since the program has apparently been offered since 1976, Commission comment seems academic. Nevertheless, on a number of counts including the need for a complete program to provide training for volunteers, this proposal seems questionable. Nonconcur.

APPENDIX A (Continued)

CALIFORNIA COMMUNITY COLLEGES (Continued)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
9-17-80	College of Sequoias	Journalism	AA	The need for a complete program in Journalism has not been convincingly documented. Even though "programs" in Journalism are offered by a majority of Community Colleges, it is not clear that a heavy concentration of Journalism courses at the lower division is in the best interests of students who plan to transfer; nor is there evidence that holders of AA degrees in Journalism are sufficiently prepared for employment in the field. Nonconcur.
9-17-80	Merced	Management Development and Supervision	AA/Cert.	No action.
9-18-80	San Joaquin	Human Service Worker	AA/Cert.	Concur.
9-22-80	Oxnard	Word Processing	AA/Cert.	Concur.
9-22-80	Oxnard	Transportation/Traffic	AA/Cert.	The proposal called for offering Transportation and Traffic Management as one option and Truck Driving as an equal option within the same program. Commission staff questioned the propriety of an AA degree in Truck Driving and proposed that it be offered either as a separate certificate or be subordinated under the Traffic/Transportation Management program. Conditional concurrence.

APPENDIX A (Continued)

CALIFORNIA COMMUNITY COLLEGES (Continued)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
9-24-80	Rio Hondo	Banking and Finance	AA/Cert.	Concur.
9-24-80	Oxnard	Legal Assistant	AA/Cert.	No action.
9-24-80	Rio Hondo	Commercial Music	AA/Cert.	The proposal did not justify elevating Commercial Music to separate program status rather than having it remain an option under the existing Music program. It is probably the case that the public is already subsidizing far more students in "commercial" Music programs than will ever find employment in music-related fields. The AA degree in Commercial Music is not likely to be of great value either as a terminal degree or as preparation for transfer. Nonconcur.
9-30-80	Columbia	Search and Rescue	Cert.	In addition to offering this distinctive program, the college should be encouraged to continue the short-term intensive courses in such topics, as "Water Rescue," for example. This program is a good illustration of how a campus can capitalize on its location to offer an original and useful program of instruction. Concur.

APPENDIX A (Continued)

CALIFORNIA COMMUNITY COLLEGES (Continued)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
10-2-80	Vista	American Sign Language	AA/Cert.	The proposal shows imagination, attention to detail, and thoughtful planning. We would suggest only that ethics, an apparent component of elective courses ASL 73 and ASL 74, be incorporated into the curriculum in some manner as a required subject. Concur.
10-9-80	Mission	Secretarial and Administration	AA/Cert.	Requested additional information.
10-15-80	Cypress	Data Processing/Computer Science	Cert.	Requested additional information.
10-15-80	Cuyamaca	Physical Sciences	AA	Concur.
10-27-80	Vista	Energy and Environment Technologies	AA/AS/Cert.	Requested additional information. Conditional concurrence.
10-28-80	East Los Angeles	Cancer Program Management	AA/AS/Cert.	Concur.
10-29-80	Southwestern	Journalism	AA	No action.
11-7-80	American River	Sheet Metal Apprenticeship	AA/Cert.	Requested additional information.
11-12-80	San Diego	Micrographics	AA/Cert.	No action.
11-17-80	Canada	Computer Information Systems	AA/Cert.	Concur.
12-12-80	Mendocino	Cross-Cultural Studies	AA	Concur.

APPENDIX A (Continued)

CALIFORNIA COMMUNITY COLLEGES (Continued)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
12-12-80	Los Angeles Trade-Tech	Plumbing	AA/AS/Cert	Requested additional information. (Concurred 6/10/81)
1-8-81	Fresno	Commercial Music	AA	The same reservations apply to this program as to a similar proposal from Rio Hondo noted earlier. Nonconcur.
1-8-81	Chabot	Radio and Television Broadcasting	AA	No action.
1-29-81	Merced	Nursing, RN	AS	Requested additional information. (Concurred 6/5/81)
3-26-81	Orange Coast and Golden West	Word Processing	AA/AS/Cert.	Concur.
4-23-81	Butte	Building Inspection Technology	AA/AS/Cert.	Concur.
4-28-81	Oxnard	Bilingual-Cross-Cultural Program	AA	Requested additional information. (Concurred 8-21-81)
4-29-81	Los Angeles Mission	Diesel Technology	AA/AS/Cert.	Concur.
5-15-81	Fresno	Public Works Water Utility Science	AA/AS/Cert.	No action
6-3-81	El Camino	Legal Assistant	AA	No action.
6-8-81	Cabrillo	Gerontology Aide	AA/AS/Cert.	Concur.

APPENDIX A (Continued)

CALIFORNIA COMMUNITY COLLEGES (Continued)

<u>Date</u>	<u>Campus</u>	<u>Program</u>	<u>Degree</u>	<u>Commission Comments</u>
6-8-81	Cabrillo	Foster Parent Education	AA/AS/Cert.	Although foster parents should receive training, counseling, and support, there is insufficient evidence in this proposal to justify the establishment of a separate, full-scale program in Foster Parent Education. At best, it should remain an option under Early Childhood Education. Nonconcur.

APPENDIX B

Number of Proposals by Instructional Discipline

<u>Instructional Discipline</u>	<u>UC</u>	<u>CSU</u>	<u>CCC</u>	<u>Total</u>
Agricultural and Natural Resources (0100)*				
1978-79	0	0	1	1
1979-80	0	0	2	2
1980-81	1	0	0	1
Architecture and Environmental Design (0200)				
1978-79	0	1	0	1
1979-80	0	0	1	1
1980-81	0	1	0	1
Area Studies (0300)				
1978-79	1	1	0	2
1979-80	0	0	0	0
1980-81	0	0	0	0
Biological Sciences (0400)				
1978-79	1	0	1	2
1979-80	0	1	0	1
1980-81	1	0	1	2
Business and Management (0500)				
1978-79	0	0	6	6
1979-80	0	1	4	5
1980-81	2	3	9	14
Communications (0600)				
1978-79	1	0	0	1
1979-80	0	0	0	0
1980-81	0	0	1	1

*Number of this academic subdivision of knowledge in the Higher Education General Information Survey of the National Center for Education Statistics.

APPENDIX B (Continued)

<u>Instructional Discipline</u>	<u>UC</u>	<u>CSU</u>	<u>CCC</u>	<u>Total</u>
Computer and Information Science (0700)				
1978-79	0	3	2	5
1979-80	0	2	0	2
1980-81	1	1	2	4
Education (0800)				
1978-79	0	1	5	6
1979-80	0	0	2	2
1980-81	1	2	1	4
Engineering (0900)				
1978-79	1	2	12	15
1979-80	0	3	7	10
1980-81	0	2	9	11
Fine Arts (1000)				
1978-79	0	0	4	4
1979-80	0	1	2	3
1980-81	0	0	5	5
Foreign Languages (1100)				
1978-79	0	0	1	1
1979-80	0	0	1	1
1980-81	1	0	0	1
Health Professions (1200)				
1978-79	3	2	3	8
1979-80	0	1	6	7
1980-81	1	2	5	8
Home Economics (1300)				
1978-79	0	1	7	8
1979-80	0	0	3	3
1980-81	0	2	0	2

APPENDIX B (Continued)

<u>Instructional Discipline</u>	<u>UC</u>	<u>CSU</u>	<u>CCC</u>	<u>Total</u>
Law (Including Legal Assistant) (1400)				
1978-79	0	0	1	1
1979-80	1	0	0	1
1980-81	0	0	2	2
Letters (1500)				
1978-79	2	0	0	2
1979-80	0	1	1	2
1980-81	0	0	2	2
Library Science (1600)				
1978-79	0	0	1	1
1979-80	0	0	0	0
1980-81	0	0	0	0
Mathematics (1700)				
1978-79	1	0	0	1
1979-80	2	0	2	4
1980-81	0	0	0	0
Military Science (1800)				
(No new programs)				
Physical Sciences (1900)				
1978-79	1	0	2	3
1979-80	1	1	0	2
1980-81	1	1	1	3
Psychology (2000)				
1978-79	0	1	1	2
1979-80	0	1	4	5
1980-81	0	0	0	0
Public Affairs and Services (2100)				
1978-79	0	1	1	2
1979-80	0	1	2	3
1980-81	1	1	5	7

APPENDIX B (Continued)

<u>Instructional Discipline</u>	<u>UC</u>	<u>CSU</u>	<u>CCC</u>	<u>Total</u>
Social Sciences (2200)				
1978-79	0	0	1	1
1979-80	5	1	1	7
1980-81	0	1	1	2
Theology (2300)				
(No new programs)				
Interdisciplinary Studies (4900)				
1978-79	1	2	0	3
1979-80	0	0	1	1
1980-81	1	0	2	3
Apprenticeships				
1978-79	0	0	3	3
1979-80	0	0	2	2
1980-81	0	0	2	2

APPENDIX C

PROGRAM VITALITY
QUESTIONNAIRE
MAY 1981

Name: _____

College: _____

Yes, we did review "vitality" of existing courses/programs ☐

No, we didn't review any courses/programs this past academic year. ☐

We plan to conduct a review of at least some courses/programs in _____

Review of course/program "vitality" is an on-going procedure on this campus:
Annually ☐

Other Schedule ☐

The following were the primary criteria for evaluation recommending an action:

- ☐ Changed Statewide Objectives & Priority
- ☐ Changed Regional Objectives & Priority
- ☐ Changed Local Objectives & Priority
- ☐ A significant change in WSCU or enrollment
- ☐ Unusual student retention rate
- ☐ Change in faculty load (student contacts/FTE)
- ☐ Cost of course/program
- ☐ Success rate of graduates in getting jobs or transferring to upper divisions.
- ☐ Vocational Advisory Committee recommendations
- ☐ Change in job market conditions
- ☐ Qualifications of available instructors
- ☐ Local political pressure
- ☐ Other: _____

As a result of these reviews the following actions were recommended: (e.g.No. of program or courses discontinued; number of programs or courses substantially modified).

What action actually took place? (Please note examples of actions on back.)